



“Who dares to teach must never cease to learn.”

– JOHN COTTON DANA

Global Professional Development Workshop Catalog

**A Complete List of Face-to-Face
and Online Workshops**

Visit us at ibo.org/events

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Please Note: The information in this catalog will be updated as new workshops become available and other workshops are phased out. For the latest information and registration details, please visit ibo.org/events.

Dear Colleague,

I am delighted to announce the May 2011-April 2012 catalog of Global Professional Development (PD) offerings. We are dedicated to creating professional development opportunities that enhance IB educators' professional growth and respond to the changing demands of providing high-quality international education in the 21st century. This catalog lists all of the workshops, both face to face and online, that we and our approved providers currently offer. However, we are constantly developing new workshops, and those will be advertised by each region as they are ready to be scheduled.

As a leader in international education, we offer workshops for educators at every experience level. See pages 2-3 for a detailed explanation of the goals and objectives for each workshop category. As a rule, category 1 workshops are for schools that have decided to apply for IB authorization, or for educators who are new to a school with an existing IB programme. Category 2 workshops are designed for educators who have completed category 1 training, so there is more emphasis on teaching and learning methodologies and exploring best practice in the classroom. Finally, category 3 workshops provide a forum for experienced educators to explore learning theory, pedagogy, and other scholarly interests. They also provide a way to study subject specific content in depth.

In the context of the IB, professional development can be viewed as an ongoing commitment of our educators to be critical, self-reflective practitioners. This encourages a culture of lifelong learning and continuous improvement. This is not only for the benefit of professional and personal growth but also to help improve the learning experiences and outcomes for all of our students.

We are constantly working with IB educators and others to design innovative category 3 workshops, which we will continue to add to this catalog and include on our website. For the most current information on workshops being offered, be sure to visit ibo.org/events.

I hope that you find a rich selection of workshops inside these pages that inspire and excite you. IB educators are a unique community, and the fact that your peers are instrumental in the development of each workshop should ensure their relevance to your success in the classroom.

I welcome your thoughts, suggestions and comments.

Best wishes,

A handwritten signature in black ink, appearing to read 'AT Tait', with a stylized flourish at the end.

Anthony Tait

Global Professional Development Director

Global Workshop Architecture

WHAT IS A CATEGORY 1 WORKSHOP?

Category 1 workshops provide professional development and assistance for schools that have decided to apply for IB authorization. They are equally relevant for educators who are new to a school with an existing IB programme and those interested in joining an IB school.

Goals and Objectives of Every Category 1 Workshop

GOAL: Introduce the IB to educators new to the programme

OBJECTIVES:

- Participants will gain an understanding of the basic philosophy and curricular model of the programme, including:
 - Mission statement
 - Learner profile
 - Curriculum documents
- Participants will gain an understanding of programme standards and practices. The standards and practices will be introduced and discussed appropriate to the participants' role (e.g. teacher, administrator, head of school, etc.)
- Participants will gain an understanding of the appropriate programme framework, fully discussing the elements of the following:
 - PYP Framework
 - MYP Octagon
 - DP Hexagon



GOAL: Prepare educators to implement the IB programme successfully

OBJECTIVE:

- Participants will gain an understanding of the application authorization and implementation processes, including:
 - Timeline of the application, process (including deadlines)
 - Professional development requirements
 - Structure of the site visit
 - Role of the consultant
 - Applications A and B

“Get over the idea that only children should spend their time in study. Be a student so long as you still have something to learn, and this will mean all your life.”

– HENRY L. DOHERTY

WHAT IS A CATEGORY 2 WORKSHOP?

Category 2 workshops provide a forum for experienced IB educators, focusing on programme delivery. There is an emphasis on assessment, teaching and learning methodologies, and exploring best practice in the classroom.

Goals and Objectives of Every Category 2 Workshop

GOAL: Enhance the understanding of the IB philosophy and programme model

OBJECTIVES:

- Participants will make connections between the programme framework and practice
- Participants will enhance their understanding of the role of assessment in IB programmes
- Participants will discuss and analyze standards and practices appropriate to their role

GOAL: Improve the quality of programme delivery

OBJECTIVE:

- Participants will engage in discussion and activities aimed at sharing pedagogical techniques such as:
 - Best practice in the classroom
 - Teaching and learning methodologies
 - Finding, sharing, developing and using resources

WHAT IS A CATEGORY 3 WORKSHOP?

The overall purpose of workshops in this category is to provide a forum for experienced educators to build on and enhance their professional development portfolios. Participants will engage in in-depth investigation into specific areas of interest and expertise.

Goals and Objectives of Every Category 3 Workshop

GOAL: Provide a forum for exploring educational ideas and areas of interest

OBJECTIVE:

- Participants will engage in detailed discussion around topics such as learning theory, pedagogy, assessment, and other scholarly interests

GOAL: Provide opportunities for investigation into specific areas of expertise

OBJECTIVE:

- Participants will engage in detailed discussion around topics such as subject-specific seminars (i.e., changes to the IB curriculum), subject-specific content, administrative leadership, and pedagogical leadership

CATEGORY 1 WORKSHOPS

PRIMARY YEARS PROGRAMME

Three Category 1 workshops meet the requirements for authorization. Please note that each has a different audience and focus.

An Introduction to the IB Programme Standards for Administrators New to the PYP

Audience

For administrators new to the PYP. Participants may be from non-IB schools as well as from schools that have identified themselves as interested, candidate or authorized. This workshop is for members of educational leadership teams: school directors, primary principals and assistant principals and designated PYP coordinators who:

- are in schools conducting a feasibility study with a view to implementation of the PYP
- work in non-IB schools but are interested in learning about the programme
- are new to the PYP and/or are about to join an authorized or candidate school.

Description

This workshop will provide a basic understanding of the PYP for members of educational leadership teams who are either considering the implementation of the PYP or joining an authorized or candidate school. The sessions will focus on internationalism from the PYP's perspective; the IB standards and practices; an overview of the written, learned and assessed curriculum; and the verification process, including the services provided by the IB and the significance and role of leadership in a PYP school.

An Introduction to the PYP Curriculum Model

Audience

Teachers from non-IB schools as well as from schools that have identified themselves as interested, candidate or authorized. The participants:

- may not be currently working in an IB World School
- may be in schools conducting a feasibility study with a view to implementation
- may be about to join an authorized or candidate school
- may have just commenced teaching in an authorized or candidate school.

Description

This workshop will introduce the PYP as a systemic and all-encompassing curriculum through the study of *Making the PYP Happen: A curriculum framework for international education* (2007). Participants will look at the implications of the learner profile as an expression of the philosophy of the IB and its contribution to the development of international mindedness. They will review the standards and practices that are crucial in preparation for verification. The workshop will present an overview of the written, taught and assessed curriculum as it pertains to concepts, knowledge, skills, attitudes and action – the five essential elements of the PYP that are integral to classroom practice.

Making the PYP Happen in the Classroom

Audience

This workshop is for administrators, coordinators and teachers who:

- are working in schools where the programme is being implemented AND
- have had an induction by their PYP coordinator, have taught approximately 6 months in a PYP school and have collaboratively planned at least one unit of inquiry
- have been working with the programme for some time but feel the need to revisit the basic philosophy and framework of the programme.

Description

"Making the PYP Happen" assists teachers with experience in the PYP to develop their personal knowledge and understanding of the essential elements of the programme; deepen their understanding of internationalism and the Learner Profile; prepare themselves for planning, teaching and assessing students; and develop skills to analyze and refine the school's Program of Inquiry. The workshop environment supports educators as lifelong learners through reading and discussing current pedagogy and research. It supports teachers with their insights and questions on their journey to implement the Primary Years Programme.

MIDDLE YEARS PROGRAMME

Category 1 Workshops in the MYP

Category 1 workshops explore the philosophical, pedagogical and administrative implications of the IB programme standards and requirements towards a successful implementation of the MYP for school leaders and subject group teachers, from candidate schools and schools interested in implementing the MYP. The workshops are designed around identical learning expectations but are customized to meet the specific needs of heads of school, coordinators and subject group teachers. Leaders address how a school community must work together to complete successful applications for candidacy and authorization.

Topics covered include these main aspects of implementation of the MYP:

- understanding the IB mission and philosophy through the MYP framework
- recognizing the MYP as a relevant and dynamic approach to teaching and learning that invites students to achieve at the highest level
- discovering the key components of the MYP framework with the student at the centre. This includes discussing the:
 - broad and balanced choice of subjects taught concurrently every year of the programme
 - use of the areas of interaction as contexts for teaching and learning
 - criterion-related assessment model that helps students recognize their own strengths and weaknesses
 - personal project as an age-appropriate culminating activity in the final year of the programme
- focusing on stage 1 of unit planning including developing the significant concept, selecting an appropriate area of interaction context, and generating an open-ended, age-appropriate unit question that promotes inquiry

INTRODUCTORY IN-SCHOOL WORKSHOPS

Introducing the MYP

This mandatory introductory in-school workshop provides the school with a consistent knowledge base across all staff, and acts as a specific launch point for their MYP practice. The intent is to provide some exposure to key elements of the MYP while allowing for further exploration of these elements in subject-specific workshops. It must be requested and completed prior to the verification visit.

- The workshop is intended for all members of the candidate school's MYP teaching staff including specialists, librarians and part-time teachers, and it is expected that all prospective MYP teachers will attend.
- The eight subject group representatives and coordinator may or may not have attended a category 1 subject-specific workshop at the time that this induction is scheduled.
- The workshop spans one full day (6 hours of instruction) with two sessions in the morning and two sessions in the afternoon.
- After completing this introductory workshop, participants will be able to continue their inquiry into the MYP by attending subject-specific category 1 and 2 workshops as well as subject-specific and topical category 3 workshops.

- addressing the alignment of MYP objectives (and their strands) with local standards or requirements, as well as the creation of an assessment task with appropriate MYP criteria.

**NOTE*: The head of school must attend this workshop before the submission of application for candidacy. The coordinator is encouraged to attend with the head of school but may attend during the candidate phase. Additionally, candidate schools are required to send at least one teacher from each subject group to the appropriate category 1 workshop during the candidate phase.*

DIPLOMA PROGRAMME

For Administrators (school principals, heads and members of senior management teams)

Workshops in this category are designed to help administrators implement the IB Diploma Programme in a manner that supports the IB mission statement and learner profile. They are appropriate for participants who are new to IB Diploma Programme administration at established IB World Schools and those from interested or candidate schools preparing for authorization. Leaders who are experienced in IB Diploma Programme administration facilitate all of these workshops. Participants will:

- be introduced to the Diploma Programme hexagon to provide a context for the holistic learning experience of the Diploma Programme
- discuss the challenges IB Diploma Programme administrators face and strategies to implement the IB Diploma Programme successfully in the context of individual schools
- learn about important IB policies and procedures (e.g., school authorization documentation as appropriate), IB Diploma Programme handbook of procedures, IB Diploma Programme standards and practices, academic honesty.

For IB Diploma Programme Coordinators

These workshops are designed to prepare participants to implement the Diploma Programme in a manner that promotes the values encapsulated in the IB mission statement and learner profile. They are appropriate for IB Diploma Programme coordinators new to the role at established IB World Schools and those from interested or candidate schools preparing for authorization. All workshops are facilitated by trained workshop leaders experienced in IB Diploma Programme coordination. Participants will:

- be introduced to the Diploma Programme hexagon to provide a context for the holistic learning experience of the Diploma Programme

- discuss the role and responsibilities of the IB Diploma Programme coordinator and possible strategies for implementing the Diploma Programme in the context of the school in which participants work
- become familiar with important IB policies and procedures (e.g., school authorization documentation (as appropriate)), IB Diploma Programme handbook of procedures, IB Diploma Programme standards and practices, and academic honesty
- Learn how to use the online systems, such as IBIS and the Online Curriculum Centre (OCC), which are vital to the role of the IB Diploma Programme coordinator.

For Subject Teachers

These workshops are designed to prepare participants to teach a specific Diploma Programme subject in a manner that promotes the values encapsulated in the IB mission statement and learner profile. They are appropriate for teachers new to the IB Diploma Programme at established IB World Schools and teachers from interested or candidate schools preparing for authorization. All workshops are facilitated by trained workshop leaders experienced in IB Diploma Programme teaching. Participants will:

- be introduced to the Diploma Programme hexagon to provide a context for the holistic learning experience of the Diploma Programme
- focus on the subject-specific guide, which gives participants a clear understanding of their role and responsibilities as an IB Diploma Programme subject teacher (e.g., the aims and objectives of the subject and links with the IB mission statement, course content and assessment model)
- understand the internal and external assessment requirements and practice marking sample student work using the appropriate criteria

- learn how to develop appropriate assessment tasks and structure a course that integrates authentic assessment, provides students with the opportunity to develop skills at an appropriate pace and meets the demands of the internal and external assessment criteria
- explore appropriate teaching and learning strategies, including evaluating appropriate texts and materials
- be introduced to the purpose of the extended essay (EE) and role of the supervisor
- consider the core and how students' experiences in theory of knowledge (TOK) and creativity, action, service (CAS) can enhance teaching and learning across the Diploma Programme hexagon and discuss the importance of collaborating with other IB Diploma Programme teachers
- become familiar with IB Diploma Programme policies and procedures (e.g., school authorization documentation (as appropriate), IB Diploma Programme handbook of procedures, IB Diploma Programme standards and practices, and academic honesty)
- learn how to use the Online Curriculum Centre (OCC) to access IB publications and network with other IB educators.

“Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty.”

—ALBERT EINSTEIN

For Theory of Knowledge (TOK) Teachers

These workshops are designed to prepare participants to teach TOK in a manner that promotes the values encapsulated in the IB mission statement and learner profile. They are appropriate for teachers new to the IB Diploma Programme at established IB World Schools and teachers from interested or candidate schools preparing for authorization. All workshops are facilitated by trained workshop leaders experienced in IB Diploma Programme teaching. Participants will:

- be introduced to the IB Diploma Programme hexagon to provide a context for the holistic learning experience of the Diploma Programme
- focus on the TOK guide, which gives participants a clear understanding of their role and responsibilities as an IB Diploma Programme TOK teacher (for example, the aims and objectives of the course, links with the IB mission statement, course content and assessment model)
- explore appropriate teaching and learning strategies that support the aims and objectives of the course, including evaluating appropriate texts and materials
- discuss the importance of integrating TOK across all subjects in the IB Diploma Programme hexagon and encouraging students to make cross-discipline links
- consider the dynamic nature that exists between creativity, action, service (CAS) and TOK when emphasizing the importance of reflecting and developing self-awareness
- become familiar with IB Diploma Programme policies and procedures (e.g., school authorization documentation [as appropriate], IB Diploma Programme handbook of procedures, IB Diploma Programme standards and practices, and academic honesty)
- learn how to use the Online Curriculum Centre (OCC) as a means of accessing IB publications and networking with other IB educators.

>> DIPLOMA PROGRAMME

For Librarians

These workshops are designed to prepare participants to develop a library/media centre that promotes the values encapsulated in the IB mission statement and learner profile. They are appropriate for librarians new to the IB Diploma Programme at established IB World Schools and those from interested or candidate schools preparing for authorization. All workshops are facilitated by trained workshop leaders experienced in supporting the IB Diploma Programme. Participants will:

- be introduced to the IB Diploma Programme hexagon to provide a context for the holistic learning experience of the IB Diploma Programme
- discuss ways that librarians can impact teaching and learning
- discuss the challenges librarians face and strategies for success in the context of the school where participants work
- become familiar with the IB Diploma Programme policies and procedures (e.g., school authorization documentation [as appropriate]), IB Diploma Programme handbook of procedures, IB Diploma Programme standards and practices, and academic honesty)
- learn how to use the Online Curriculum Centre (OCC) to access IB publications and network with other IB educators.

For Counselors and Career Guidance Officers

These workshops are designed to help participants implement the IB Diploma Programme in a manner that promotes the values encapsulated in the IB mission statement and learner profile. They are appropriate for both participants new to the IB Diploma Programme at established IB World Schools and those from interested or candidate schools preparing for authorization. All workshops are facilitated by trained workshop leaders experienced in IB Diploma Programme teaching. Participants will:

- be introduced to the IB Diploma Programme hexagon to provide a context for the holistic learning experience of the IB Diploma Programme
- discuss university recognition and the IB Diploma Programme
- discuss the challenges that counselors and career guidance officers face and strategies for implementing the IB Diploma Programme in the context of the school in which participants work
- become familiar with IB Diploma Programme policies and procedures that counselors and career guidance officers need to be familiar with (e.g. school authorization documentation [as appropriate]), IB Diploma Programme handbook of procedures, IB Diploma Programme standards and practices, and academic honesty
- learn how to use the Online Curriculum Centre (OCC) to access IB publications and network with other IB educators.

“Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young.”

– HENRY FORD

For Coordinators of Creativity, Action, Service (CAS)

These workshops are designed to help CAS coordinators develop a quality CAS programme that promotes the values encapsulated in the IB mission statement and learner profile. They are appropriate for both coordinators new to the IB Diploma Programme at established IB World Schools and those from interested or candidate schools preparing for authorization. All workshops are facilitated by trained workshop leaders experienced in IB Diploma Programme teaching. Participants will:

- be introduced to the IB Diploma Programme hexagon to provide a context for the holistic learning experience of the IB Diploma Programme



- explore the experiential learning framework to gain a clear understanding of how this both relates to CAS and how CAS can support teaching and learning across the IB Diploma Programme hexagon
- consider the dynamic nature that exists between CAS and theory of knowledge (TOK) when emphasizing the importance of reflection and developing self-awareness
- learn about the types of conditions and activities that are suitable when developing a meaningful CAS experience that promotes the idea of “thinking globally, acting locally”
- discuss what CAS means for the wider school community
- consider the roles that the CAS coordinator and supervisor play and develop an understanding of how the roles differ
- investigate what CAS means for the students’ personal successes and challenges
- discover the importance of students “owning” their personal CAS experience and self-evaluation
- receive practical advice on appropriate strategies to ensure the smooth running of the CAS programme with specific reference to scheduling CAS, the use of student interviews, monitoring/advising and supervision
- become familiar with IB Diploma Programme policies and procedures that relate to CAS coordinators
- learn how to use the Online Curriculum Centre (OCC) as a means of accessing IB publications and networking with other IB educators.

CATEGORY 2 WORKSHOPS

PRIMARY YEARS PROGRAMME

Audience for all Category 2 workshops:

Teachers in candidate and authorized schools.

These workshops are for administrators, coordinators and teachers who

- have been working with the programme for at least one school year
- have previously attending a Category 1 PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office.

Action

Action is the 'so what' of learning. In this workshop teachers critique the environments and provocations they provide for action to take place. Every element of the PYP supports the individual's engagement in action through knowledge, skills, attitudes, problem-posing and problem-solving. Participants will discuss how students learn to choose to act, and to reflect on their actions, so that they contribute to their own well-being and that of the community and the environment. Teachers will appreciate that action takes many different forms with a range and balance of teacher and student initiative. Strategies to assess action will also be considered.

Assessment

This workshop offers opportunities to explore the latest developments in assessment processes and their applications. Identifying what students know, understand, can do and feel at different stages in the inquiry process requires careful gathering and analysis of information about student performance. Participants will explore the purpose of assessment, a range of assessment practices, record keeping and communication and school-wide policy development. In addition to being highly relevant to classroom practices, participants have the opportunity to explore thinking in a supportive environment where facilitators and fellow participants mentor and coach each other in the true sense of collegial support and learning.

Collaborative Planning

The Collaborative Planning workshop provides PYP teachers with the chance to learn more about themselves and others as they work together in school situations. Effective collaborative practices are explored through analyzing and sharing of flexible systems and structures, role-play, practical, collaborative learning experiences and investigating the use of technology to promote collaboration. The collaborative process supports the transdisciplinary nature of the PYP. The power of this is demonstrated through a simulation of the planning process highlighting ways to include the whole teaching team in developing units of inquiry. Collaborative planning in the PYP is about learning to build positive professional relationships that lead to improved student learning.

“It’s what you learn after you know it all that counts.”

– ATTRIBUTED TO HARRY S. TRUMAN

Pedagogical Leadership

Pedagogical Leadership deepens the understanding of the transdisciplinary and inquiry-based pedagogy of the PYP. The workshop looks at how assessing schools against the standards and practices supports the planning, implementation and improvement of the programme. It explores the partnership between administrators and PYP coordinators, determining the responsibilities of the pedagogical leadership team. Leaders are encouraged to examine how the diverse ways people think, learn and work affect how their learning communities function. Change is complex and there are many factors that impact its effectiveness. The workshop assists leaders to more effectively manage change, particularly as it relates to the ongoing implementation of the PYP.

Promoting International-Mindedness

This workshop supports PYP teachers in the development and promotion of international-mindedness. Participants will examine the relationship of the IB learner profile both in and beyond the school community. An internationally-minded curriculum reflects a diversity of cultures and perspectives. Through the Program of Inquiry, the PYP provides opportunities for learning about issues that have personal, local and global relevance and significance. Teachers will also explore the significance of action as internationally-minded learners demonstrate responsibility for and commitment to making a difference in the world.

Teaching and Learning

This workshop focuses on the “taught curriculum” component of the PYP model and seeks to provide some answers to the question “how best will we learn.” Participants are introduced to a variety of practical teaching strategies that will assist in facilitating inquiry learning in their classrooms. The participants will examine the links between an inquiry driven curriculum, inquiry process models, construction of meaning and active responsible learning. Areas covered include questioning tactics,



differentiation, grouping and learning styles, underlined by the principles of backwards by design and effective assessment for learning.

The Written Curriculum

The PYP definition of curriculum includes the written, the taught and the learned curriculum and the interdependent relationship between the three. Curriculum development is a responsibility shared by teachers and students. It provides for the study of the home / home country, the culture of individual students and the culture of others. This workshop focuses on the layers of the written curriculum – the programme of inquiry, unit planners and scope and sequence documents – and the direct impact they have on each other and student learning. Participants will collaboratively examine the role of key concepts, related concepts, and curriculum mapping techniques to ensure a balance between disciplinary and transdisciplinary teaching and learning.

MIDDLE YEARS PROGRAMME

Category 2 workshops provide a forum for experienced MYP school leaders and subject group teachers who wish to enhance their understanding of the IB philosophy while improving programme delivery. School leaders and teachers will deepen their understanding of MYP inquiry-based methodologies, recognize best practice in the MYP classroom, and further their understanding of the MYP assessment model.

Topics covered include these main aspects of implementation of the MYP:

- understanding the MYP framework as a model for balance while allowing for student choice and the development of the whole person
- developing unit plans that prompt students to question, explain, discover and “do” in authentic contexts
- engaging in many dynamic, hands-on activities that simulate the myriad creative choices that teachers must make to nurture inspired learning
- reflecting on learning to develop a prioritized action plan relevant to unique school situations
- creating learning environments that ignite student inquiry
- developing agreements toward common assessments
- modifying and making task-specific MYP rubrics that are age-appropriate using the interim objectives
- clarifying the role of formative and summative assessments
- standardizing the awarding of achievement levels.

DIPLOMA PROGRAMME

For School Administrators

Workshops in this category are designed for school principals, heads of school, and members of senior management teams with at least two years’ experience in the role. Trained workshop leaders experienced in IB Diploma Programme administration facilitate all category 2 workshops. Participants will:

- discuss and analyze IB Diploma Programme standards and practices as they relate to each participant’s role
- reflect on the impact of the IB Diploma Programme within the school and wider community
- discuss the challenges faced by IB Diploma Programme administrators
- explore strategies to improve both provision of and access to the IB Diploma Programme in the context of the schools in which participants work
- be informed about changes to the IB Diploma Programme
- learn how to prepare for IB Diploma Programme evaluation
- discuss strategies for supporting IB educators’ professional development
- become familiar with important IB Diploma Programme policies and procedures.

For IB Diploma Programme Coordinators

These workshops are designed for coordinators with at least two years’ experience in the role. All workshops are facilitated by trained workshop leaders experienced in IB Diploma Programme coordination. Participants will:

- discuss and analyze IB Diploma Programme standards and practices in relation to their role
- discuss the challenges that coordinators face
- explore strategies to improve access to the IB Diploma Programme
- enhance their understanding of assessment to ensure that teaching and learning activities promote student achievement

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

– GANDHI

- reflect on teaching and learning methodologies across the IB Diploma Programme hexagon
- learn about any changes to the IB Diploma Programme
- receive advice about preparing for IB Diploma Programme evaluation
- discuss strategies for supporting IB educators' professional development
- examine IB Diploma Programme policies and procedures.

For Subject Teachers

These workshops are designed for participants with at least two years' experience teaching the subject as part of the IB Diploma Programme. All workshops are facilitated by trained workshop leaders experienced in IB Diploma Programme teaching. Participants will:

- discuss and analyze IB Diploma Programme standards and practices
- explore and share appropriate strategies to improve student access to the IB Diploma Programme, for example differentiating the curriculum and offering multilingual classrooms
- enhance their understanding of assessment to ensure that teaching and learning activities promote student achievement and address subject-specific assessment criteria, both internal and external
- consider authentic ways in which the IB philosophy, theory of knowledge (TOK), creativity, action, service (CAS) are manifested in the IB Diploma Programme classroom
- review the role of the extended essay supervisor and subject-specific assessment criteria
- learn about IB Diploma Programme policies and procedures

- consider other opportunities available for experienced IB educators (for example, becoming an IB examiner or workshop leader)
- discuss changes to the IB Diploma Programme.

For Theory of Knowledge (TOK) Teachers

These workshops are designed for participants with at least two years' experience teaching the theory of knowledge (TOK) as part of the IB Diploma Programme. All workshops are facilitated by trained workshop leaders experienced in IB Diploma Programme teaching. Participants will:

- discuss and analyze IB Diploma Programme standards and practices
- explore and share appropriate strategies to improve student access to the IB Diploma Programme e.g. differentiating the curriculum, multilingual classrooms
- enhance their understanding of assessment in TOK to ensure that teaching and learning activities promote student achievement and address TOK assessment criteria
- improve the integration of TOK across all subjects in the IB Diploma Programme hexagon and encourage students to make cross-discipline links
- examine the dynamic nature that exists between creativity, action, service (CAS) and (TOK) when emphasizing the importance of reflection and developing self-awareness
- discuss relevant IB Diploma Programme policies and procedures
- consider other opportunities available for experienced IB educators, such as becoming an IB examiner or workshop leader
- receive information about changes to the IB Diploma Programme.

>> DIPLOMA PROGRAMME

For Librarians

These workshops are designed for librarians with at least two years' experience in the role within an IB Diploma Programme context. All workshops are facilitated by trained workshop leaders experienced in supporting the IB Diploma Programme.

Participants will:

- discuss and analyze relevant IB Diploma Programme standards and practices
- talk about challenges librarians face when supporting the IB Diploma Programme
- enhance their understanding of assessment to enable collaboration between librarian and teacher to support student achievement
- develop strategies for maintaining a library that supports the IB Diploma Programme
- learn about Diploma Programme policies and procedures
- consider other opportunities available for experienced IB educators, such as becoming a workshop leader
- receive information about any changes to the IB Diploma Programme.

For Counselors and Career Guidance Officers

These workshops are designed for participants with at least two years' experience in the role within an IB Diploma Programme context. All workshops are facilitated by trained workshop leaders experienced in IB Diploma Programme teaching. Participants will:

- discuss and analyze relevant IB Diploma Programme standards and practices
- discuss the challenges that counselors and career guidance officers face
- explore possible strategies to improve both provision of and access to the IB Diploma Programme
- learn about university recognition and the IB Diploma Programme
- reflect on the relationship between participants and other members of the school community
- discuss relevant IB Diploma Programme policies and procedures

- consider other opportunities available for experienced IB educators, for example becoming a workshop leader
- receive information about any changes to the IB Diploma Programme.

For coordinators of creativity, action, service (CAS)

These workshops are designed for participants with at least two years' experience in the role of creativity, action, service (CAS) coordinator. All workshops are facilitated by trained workshop leaders experienced in IB Diploma Programme teaching. Participants will:

- discuss and analyze IB Diploma Programme standards and practices
- explore and share strategies to enhance current CAS programmes
- discuss ways to improve the interaction between CAS and subjects across the IB Diploma Programme hexagon
- examine the dynamic nature that exists between CAS and theory of knowledge (ToK) when emphasizing the importance of reflection and developing self-awareness
- review the impact of CAS on the wider school community
- learn about relevant IB Diploma Programme policies and procedures
- consider other opportunities available for experienced IB educators, such as becoming a workshop leader
- learn about any changes to the IB Diploma Programme.

“To teach is to learn twice.”

– JOSEPH JOUBERT, *PENSÉES*, 1842

CATEGORY 3 WORKSHOPS

New and Available in All Regions

PRIMARY YEARS PROGRAMME

3–5 Year Olds

This workshop explores the elements of the PYP in the teaching and learning of 3- to 5-year-olds. Inquiry includes, but also extends beyond, asking and answering questions. It is provoked through a stimulating environment, where teacher acts as guide, facilitator and co-learner. Participants will further explore the importance of environment through considering how it shapes learners, how the way we structure space and time reflects what we believe about children's learning, and what learning is "important." Teachers will develop an understanding of how mathematics and language concepts can be achieved in creative, playful and meaning-making ways where children learn at their own rates. The written, taught and assessed curriculum is also considered within the context of young children.

Beyond Symbolism – Indigenous Ways of Knowing (Outside of Australia)

This workshop experience is for school administrators, curriculum coordinators and classroom teachers at all levels within our schools. This particular experience will focus on First Peoples' Views and Knowledge. Participants will have the opportunity to engage with indigenous educators and develop an understanding about indigenous ways of knowing and using the "oral tradition." This IB workshop experience has been developed to try and assist teachers as they focus on engaging authentic methods of weaving First Peoples' knowledge into their curriculum offering.

Beyond Symbolism – Indigenous ways of knowing (Within Australia)

This workshop experience is for school administrators, curriculum coordinators and classroom teachers at all levels within our schools. This particular experience will focus on First Peoples' Views and Knowledge. Participants will have the opportunity to engage with First Australian-Gamilaraay and Muruwari educators to develop an understanding about First Peoples' ways of knowing and using the "oral tradition." This workshop has been developed to try and assist teachers as they focus on engaging authentic methods of weaving First Peoples' knowledge into their curriculum offering.

Concept-based Learning

In the PYP, concepts and conceptual questions drive the way we teach and learn in a transdisciplinary context. The purpose of this professional development is to explore concepts in greater depth. Participants will review the theory behind conceptual thinking, develop a better understanding of key and related concepts and analyze the Program of Inquiry and units of inquiry through different conceptual lenses. Participants will also explore practical ways of assessing a learner's conceptual understanding within a unit of inquiry.

Developing Inquiry Through a Museum Experience

This session will engage participants in meaningful experiences that develop both their knowledge of the disciplines as well as their abilities to understand, plan and implement meaningful inquiry within their own classrooms. Teachers will have the opportunity to work together in a professional community within the magnificent American Museum of Natural History, a setting that can be viewed as resource-rich environment for professional development and a model for future learning engagements within their local communities.

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Inquiry

Inquiry is the pedagogy that underpins all programmes in the IB. This workshop looks at how the PYP framework provides opportunities for all learners to engage in relevant and significant inquiries through the transdisciplinary themes and in single subject classes. Participants will critique a range of inquiry models emphasizing that inquiry is an ongoing process that leads to reflection, new inquiries and deep understanding. Inquiry is true differentiation, supporting the personal construction of meaning and meaningful action regardless of language competency or learning style.

Personal, Social, and Physical Education—Wellbeing

Well-being is intrinsically linked to all aspects of a learner's experience at school and beyond. Personal, Social and Physical Education is integral to teaching and learning in the PYP; it is embodied in the learner profile and represents the qualities of internationally-minded learners and effective, lifelong learners. This workshop explores the responsibility that all members of the school community have to the wellbeing of their students, not just the classroom teacher or the physical education teacher alone, and how the PYP concepts are a vehicle for developing physical, emotional, cognitive, spiritual and social wellbeing. Participants will look at how the PSPE scope and sequence directly supports the development of the transdisciplinary skills and highlights the transdisciplinary nature of the PYP.

Play-based Learning

From birth, play is the way children inquire and learn about the world around them. This workshop looks at the importance of time, space, materials and relationships in inquiry. Participants will explore their own political and cultural images of the child and the impact that has on the learning environment. The workshop will look at theoretical as well as practical considerations and the research into children's physical, social and emotional development.

Reading and Writing Through Inquiry

This workshop enables participants to extend their knowledge, skills and understanding relevant to the teaching of reading and writing using an inquiry approach. The workshop invites participants to evaluate their own beliefs about the teaching of reading and writing and how these beliefs affect pedagogical approaches offered in the classroom. Participants have the opportunity to reflect on their own units of inquiry through the lenses of learning language, learning about language and learning through language to establish a balance between each one.

Science

Many primary teachers feel uncomfortable teaching science in the context of the program of inquiry. This workshop aims to improve teachers' understanding of science knowledge and skills that can be incorporated in any unit of inquiry. Participants will examine how key concepts can lead to deep science understanding and facilitate the relationships with other disciplines through every transdisciplinary theme. Sessions will be included in either a science laboratory or an external science environment to provide opportunities to develop inquiries and consider the significance of transdisciplinary skills. The workshop will explore various styles of scientific text and the use of children's literature to provoke scientific thinking and inquiry.

Sustainability as International Mindedness

Sustainability is more than "reduce, reuse and recycle." It is international-mindedness when it considers the environment in context of our social, personal and technological developments. Besides exploring practical environmental action in schools, the workshop also looks at school and student leadership, motivational factors and the place of sustainability in all of the transdisciplinary themes.



Teachers as Researchers

Inquiry is a stance that educators can take as professional learners. Researching practice is also considered one of the most powerful professional development tools, leading to significant improvement in student learning. Teachers and administrators need strategies for structuring and answering questions about issues of teaching, learning and leadership within their schools. Participants will study a range of methodologies and analysis techniques for valid and reliable research. They will leave the workshop with a plan for a specific professional inquiry and opportunities to develop, share and consider publishing their findings. By looking at themselves as inquirers, participants may also develop further insights into inquiry as the pedagogy of the IB.

The Exhibition

Candidate* and authorized PYP schools ONLY. This workshop is for administrators, coordinators and teachers who a) have been working with the programme for at least two school years, b) have previously attended a category 2 PYP workshop (regional or in-school) facilitated by IB PYP workshop leaders organized by or through the regional office, and c) have an in-depth understanding of the philosophy and curriculum framework of the programme. The Exhibition workshop uses inquiry to engage participants with the varied resources, readings and tools to optimize the culminating learning experience for the students within the PYP. Teachers will explore the importance of transferrable enduring understandings and how the students' voice can lead the learning and the action through local, national and global issues. The exhibition is viewed as a collaborative process; this workshop is a time to listen, view, share exhibition experiences and

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develop a conceptual understanding of the issues in context of the Exhibition guidelines and the IB Standards and Practices.

*Candidate schools which have an authorization visit scheduled in the next 9 months.

The Learning Environment and Inquiry

The workshop moves beyond the classroom environments. Although the participants will critically look at that space and its impact on learning, they will also consider the wider meaning of environment as all that surrounds a student. It supports the premise that “the environment is the third teacher.” Teachers, administrators, business administrators, and architects in the process of exploring learning environments, planning new building projects or refurbishing older structures develop tools use a collaborative process to develop a vision targeting school improvement by considering the uses of space, pedagogical advancement, and access to current practice and thinking.

The Role of Arts

Experience the strength of collaborative practice with passionate and like-minded educators. “The role of the arts in the PYP” is a workshop designed to empower passionate and like-minded arts specialists and educators interested in the arts by gathering them together as one to engage in opportunities for deeper inquiry and reflective practices and to continue to build upon their arts knowledge. The workshop will offer a forum for an honest, in-depth discussion about learning theory, pedagogy, assessment, the significant role of the single-subject teacher and the challenges associated with this. It will offer time to explore the authentic integration of the arts through the lenses of the essential elements, documentation and the role the arts have within a PYP school’s curriculum.

The Role of Information and Communication Technology (ICT)

Information and communication technology is a vital resource that PYP schools must use to help students and staff develop the Learner Profile; apply the understanding, knowledge, skills, and attitudes of the PYP curriculum; become life-long learners; and take positive action as members of our information and technology-driven global society. This workshop will assist teachers and administrators to develop a deep understanding of how ICT can be used to transform teaching and learning practices rather than as a stand-alone subject area. This workshop also aims to be the first truly paperless face-to-face workshop offered in IBA that engages all participants in active use of internet and electronic resources to support teaching and learning over the course of the entire workshop.

The Role of Language

All teachers are teachers of language. The PYP views all languages as equally important. This includes the language of instruction, mother tongue, ESL, EAL and host country language. This workshop explores the fluid nature of language learning as a continuum, not developmentally tied to an age or stage. Teachers will examine the varying roles of language teachers in advising, supporting or integrating language in the program of inquiry or in single subjects. They will look at the importance of learning language, learning about language and learning through language. Participants will be guided on the development of a language policy.

The Role of Mathematics

How is mathematics taught using an inquiry approach? How is mathematics addressed within and outside of the context of the Program of Inquiry? How do learners construct and transfer meaning and then apply with understanding? The aim of this workshop is to provide participants with the skills, knowledge and ideas needed to successfully address the teaching and learning of mathematics within the context of their educational setting. Teachers

will have an opportunity to discuss the teaching and learning of mathematics, share resources and work on relevant curriculum documentation.

The Role of Physical Education

This workshop explores the scope, purpose and meaningful integration of physical education in the PYP. In a balanced PE program, students learn, learn about and learn through movement. Physical education skills are developed in an inquiry context where students can pose problems, solve problems and understand new ideas. Participants will also consider the role of PE in the transdisciplinary program and how their subject-specific content can help students understand the world, themselves and each other. Teachers will look at how planning, teaching and assessing in PE reflects all the essential elements of the IB learner profile.

The Role of Science & Social Studies

Many issues of personal and social relevance to students in the PYP require both science and social studies understanding, yet transcend the boundaries of these traditional subject areas. Their interdependent relationships, together with other disciplines, assist students in understanding the transdisciplinary themes. This workshop explores the key and related concepts and the development of skills within the context of science and social studies. It supports the development of a balanced program of inquiry that addresses a breadth and depth of both.

The Role of the Coordinator

Participants must be current PYP coordinators, either newly appointed or experienced. This workshop looks at the role of the PYP coordinator in documentation; organizing professional development opportunities; and managing complex relationships, resource management and communication with a range of stakeholders. All of these responsibilities are integral to the successful implementation of the programme. The workshop

will provide opportunities for reviewing new and existing publications, curriculum mapping, policy writing, and reviewing the guidelines for verification and evaluation. Participants will also become familiar with the Global PD architecture, REGIS and the role of the IBEN. The workshop will model collaborative leadership strategies and explore ways to effectively manage change.

Transdisciplinary Learning

Meeting the demands of national and state curriculum can be a challenge for PYP schools. This workshop looks at tools to map local curriculum against the PYP scope and sequence documents. It unpacks the transdisciplinary themes and examines how effective, concept-based central ideas and lines of inquiry can be designed to address curriculum in a way that is relevant, challenging and engaging. Participants will also look at how the transdisciplinary skills are an essential element of curriculum mapping.

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Areas of Interaction: Contexts for Teaching and Learning

This workshop will allow participants to see how the areas of interaction (AOI) serve as dynamic contexts for teaching and learning. This is becoming increasingly important in an ever-changing world where students need to understand the aims of their studies. Participants will explore many pathways to developing and personalizing their understanding of the relationship between content, concept, and context. They will use stage 1 of the unit planner as a practical approach to understanding and see how certain types of assessment tasks often lend themselves to a specific area of interaction.

Assessment for 21st Century Learning

Using *MYP: From principles into practice* and the MYP subject group guides, this workshop looks at how the MYP is aligned with current research regarding 21st century learning. Participants will examine current primary source documents on assessment practices

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before reflecting on their own. Discussions around formative and summative assessments will further define how the MYP aligns with current educational theory. Participants will collaborate around possible ways to report out MYP student progress as defined by the MYP criterion-related model.

Evaluating Your MYP

This workshop is an active, hands-on workshop for teachers, coordinators and administrators who want to understand the MYP evaluation process. The IB standards and practices and the Guide to Evaluation are used as the backbone to unpack this topic. Participants will walk away with a self-devised strategic plan for their own school evaluation process that will enable them to continue to move forward when they return home.

Heads of School/Coordinators: Moderation and Monitoring of Assessment

This workshop is intended for school leaders and subject group teachers who wish to deepen their understanding of the MYP assessment model with a specific focus on moderation and monitoring of assessment, which is a requirement of all schools one year prior to their programme evaluation. Participants will explore how international-mindedness is woven into the MYP assessment philosophy and come to a better understanding about the relationship between the philosophical underpinnings of the MYP and the criterion-related assessment. Modeling a student-centred (holistic) approach, the learning expectations for this category 3 workshop are the same for all subject group teachers and HOS/IBC.

Other Moderation and Monitoring of Assessment Workshops

Arts	Mathematics
Humanities	Physical Education
Language A	Science
Language B	Technology

Note: Regions may offer the Arts Workshops as separate workshops; for example, Visual Arts, Drama, Music etc.

Integrating MYP Technology

The goal of this workshop is to explore the structures necessary for teaching MYP technology with integrity at schools where MYP technology is not timetabled as a separate subject group in one or more years of the programme. The IB cautions that integration is an approach that is pedagogically and administratively more challenging than teaching approaches where each subject group is timetabled and resourced separately; it is therefore not the recommended teaching approach. Participants will explore strategies for planning the integration of learning objectives from MYP technology with the content of another subject group. Participants will consider school-based supports and structures that are necessary for coordination of an integrated MYP technology programme.

Personal Project

This workshop is intended to guide MYP practitioners toward a deeper understanding of the personal project as the culminating activity in the MYP. Participants will conduct a group inquiry that will enable them to explore the different components of the personal project in order to gain an understanding of the process involved to successfully complete a personal project. Participants will also discover the importance of creating environments that are conducive to learning and reflection.

Validating the 3-Year MYP

This workshop will model teaching and learning strategies for schools implementing years 1 to 3 of the MYP. Using stage 1 of the unit planner, participants will scaffold modified interim objectives with corresponding assessment tasks that are both age-appropriate and task-specific. Through an activity-driven workshop experience, participants will appreciate how the MYP fundamental concept of holistic education correlates with current research related to the design of healthy schools. Using active reflective practices, participants will build an action plan that will allow them to galvanize their own MYP.

“The secret of teaching is to appear to have known all your life what you just learned this morning.”

– AUTHOR UNKNOWN

DIPLOMA PROGRAMME

ICT to Support Practical Work in Biology and Chemistry

This workshop is designed for experienced teachers who are already familiar with the structure and assessment of the course and who wish to explore the role that information and communication technology (ICT) can play in teaching, learning and school-based assessment in the IB biology or chemistry curriculum. Participants will:

- discuss the importance of ICT as a tool in practical work
- investigate the ways of scaffolding knowledge required for students to design their own experiments using ICT
- focus on the design of ICT experiments suitable for IB internal assessment
- simulate activities to enhance their understanding of concepts
- explore hands-on practical activities with a range of different software packages
- explore other ways to use ICT as a means of supporting teaching and learning

Interdisciplinarity and the World Studies Extended Essay

The world studies extended essay (WSEE) workshop is designed to give guidance on how to prepare and help students undertaking this extended essay option. Through interactive experiences, the workshop will prepare teachers to guide students through two core learning dimensions of the WSEE—conducting rigorous interdisciplinary research (IDR) and developing a greater global consciousness (GC).

We will address questions such as: What is IDR? What is GC? What do we know from research about how students learn to conduct IDR and become more GC? How is the WSEE designed to promote quality IDR and GC? What kinds of learning experiences might best help students complete their WSEE successfully? What role do supervisors and school play in supporting student independent learning? How do we assess students learning in the WSEE?

ITGS: Incorporating Web 2.0, Developing Thinking and Writing Skills for External Assessment, Managing the Project

This workshop will help DP teachers create units of study that incorporate the Learner Profile, international mindedness and Theory of Knowledge; use an integrated approach based on the ITGS triangle; incorporate scenarios based on real situations; develop local and global collaboration using Web 2.0 tools; and appreciate how Web 2.0 tools may be redefining digital citizenship.

Participants will:

- develop strategies that prepare students for external assessment
- learn how to adapt to and use news articles as a teaching strategy, specifically for the new Paper 2
- explore ways to teach students to build an argument as preparation for extended response questions
- develop techniques for understanding and using the command terms throughout the course
- develop strategies for project management and for teaching the product development life cycle (strand 3.9 on the new syllabus)

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- create a step-by-step management process and a class wiki during the workshop that models the processes involved in the development of a product.

NOTE: This workshop requires internet access for all participants in the room used for the workshop as they will be creating wikis and using Web 2.0 tools.

Language A: Exploring Literature in Translation

This seminar will discuss the selection of appropriate texts from the new Prescribed Literature in Translation list; the appropriate ways of studying the texts and following the required stages leading to the production of the assessment component, the Literature in Translation essay; and the ways in which the assessment essay can be approached, with evaluation of some sample scripts. Attention will also be given to the possible inclusion of Literature in Translation part 4.

Language B in Spanish: Building Thematic Units

The workshop will provide experienced educators the opportunity to engage in in-depth exploration of the new Group 2 Language B SL/HL core topics of Social Relationships, Global issues, and Communication and Media. Participants will enhance their program delivery of Spanish Language and Literature through the preparation of thematic units that will enhance student language acquisition and intercultural competence.

Navigating School-Supported Self-Taught Literature

This workshop is for experienced Language A teachers and coordinators interested in implementing and running a mother tongue course in their schools. Participants will:

- discuss the construction of a viable language policy based on the culture of their school
- learn how to encourage coordinators and teachers to implement school-supported Language A options within the Diploma Programme using a workable two-year

syllabus or course template

- clarify procedures that need to be followed for authorisation to register a candidate for a special request language
- discuss activities to help teachers develop strategies for preparing students for the alternative oral presentation, commentary, the world literature paper and Papers 1 and 2
- discuss how to establish effective relationships with language tutors
- focus on IB's external assessment requirements and discuss how to fulfil them by studying samples of student's written work (translated into English)

Physics: Promoting the Use of ICT

This workshop is designed for teachers who are already familiar with the structure and assessment of the course and who have completed Category 1 and wish to explore the role that ICT can play in teaching, learning and school-based assessment in the IB Physics curriculum. Participants will:

- discuss the importance of ICT as a tool in practical work
- investigate the ways of scaffolding knowledge required for students to design their own experiments using ICT
- focus on the design of experiments using ICT suitable for IB internal assessment
- role play to enhance the understanding of concepts
- receive hands-on experience with a range of different software packages
- explore other ways to use ICT as a means of supporting teaching and learning

The Role of the Supervisor in Extended Essays

This workshop is designed for both new and experienced supervisors wishing to develop an appropriate framework of support for students while writing the extended essay. Participants will:

- consider the purpose of the extended essay, in terms of the Diploma Programme and beyond



- discuss the roles of all stakeholders: student, school, parents, the IB and universities
- consider timelines and how to monitor progress
- engage in activities to model the role of the supervisor
- focus on the assessment criteria.

role of various individuals in the recognition process (counselors, coordinators, IB associations); recognition information for students (tracking students, dates and deadlines); and best practices and strategies for developing or enhancing recognition. Participants will share tools, tips, and strategies for working with universities in admissions for IB students.

Successfully Navigating University Recognition

This workshop will provide an overview of the IB and the DP and offer updates on developments within the DP relevant to recognition. Sessions will cover IB recognition around the world with a focus on US, UK, Canada, Australia; how the IB works with universities and how universities view the IB Diploma Programme; the process of university recognition; the

A Theoretical and Practical Approach to Developing Links Between TOK and CAS

The workshop is intended for experienced teachers and coordinators of TOK and CAS. Ideally, schools may consider sending a pair of teachers to this workshop (one from CAS and one from TOK) so that they can work together to make a specific product that they can use in their school. The aims of this

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workshop are to explore the holistic nature of the core of the DP; discuss the concept of reflection, which is essential to both TOK and CAS; identify styles of thinking highlighted in TOK that play a role in CAS; identify CAS experiential learning opportunities for TOK questioning, investigation, debates, and essays; consider experiential learning as a way of knowing; relate the ethical knowledge issues considered in a TOK course to the variety of social and natural situations encountered in CAS; and make a product tailored to the participants' schools and needs, which links TOK and CAS.

TOK for Subject Teachers (In-school)

This workshop is designed for experienced IB subject teachers who do not teach theory of knowledge (TOK) but would like to develop their understanding of TOK so that they may model and reinforce effective thinking skills and concepts in their teaching. Participants will:

- discuss the nature of TOK
- reflect on themselves--the teachers, as "knowers"
- consider the link between TOK and inquiry
- discuss the "ways of knowing" in TOK and their relevance with other IB subjects
- incorporate a practical understanding of TOK into quality curriculum planning and classroom teaching
- practice activities that model TOK thinking skills

“Teaching is the highest form of understanding.”

– ARISTOTLE

TOK Integration Across the Subjects

One of the aims of TOK is to provide an integrated framework in which knowledge in the other Diploma subjects can be compared, their methodology examined and similarities and differences noted. This workshop provides such a framework and furnishes it with examples. The workshop brings together subject teachers and TOK teachers to share a joint understanding of TOK and how to integrate it across all subjects.

CONTINUUM

Backward Mapping the IB Curriculum from the DP to the MYP

These workshops are designed for vertical teams from high schools with the MYP and Diploma programme. The goal of the workshop is to facilitate the articulation between the programmes in order to increase student participation and success in the DP. The workshop will draw on the Backward Curriculum Map Teacher Support Materials developed by IB North America as a guide for teachers to plan their own local curriculum. The non-prescriptive maps include a progression of skills for grades 9-12, assessment and scaffolding ideas, and MYP units and course outlines. Schools are strongly advised to send a team consisting of at least one MYP and one DP teacher.

Other Backward Mapping Workshops:

Humanities
Language A
Language B
Mathematics
Science

Lead the Way: How to Develop and Sustain IB Programmes

The goal of this workshop is to guide school leaders toward a deeper understanding of the IB mission and vision and how they apply to the philosophy, organization and curriculum in IB schools. Participants

“It’s all to do with the training: you can do a lot if you’re properly trained.”

– QUEEN ELIZABETH II. TELEVISION DOCUMENTARY, BBC1, 6 FEB. 1992.

will explore, discuss and plan for many aspects of leadership roles, from communicating the vision to managing the budget and establishing a plan for the supervision of MYP instruction. School leaders will explore the philosophical underpinnings of the International Baccalaureate to arrive at sound decisions relevant to their own program(s).

Learner Profile

This workshop is designed for experienced IB educators who have knowledge of one or more IB programmes. Participants will reflect on current teaching or administrative practices in terms of the Learner Profile in action; examine and strengthen teaching and learning outcomes across the IB continuum; explore what the Learner Profile looks like, sounds like, and feels like in a classroom or a school; examine the IB Learner Profile attributes; reflect on the LP application to their professional roles; study current educational theory supporting the LP; share best practices, and develop practical ways of embedding the Learner Profile to promote student learning.

Model United Nations (MUN) Bridging the DP and MYP

This workshop is intended for experienced IB practitioners, ideally working as part of a continuum of the MYP and DP. The MUN experience remains with students well beyond school, and it is truly linked to the IB Learner Profile and, therefore, offers a real opportunity to bridge the IB’s two programmes.

The MUN provides an ideal opportunity to develop knowledge, concepts and skills through the MYP and DP continuum and provides a natural environment for students in the two programmes to interact. By its very nature, the MUN experience addresses all elements of the Learner Profile and allows students to experience success and a real-world scenario in which to demonstrate their learning in a practical way. The workshop will enable teachers to draw on existing skills and practices, guiding them in the development of a MUN programme through the MYP and DP programmes.



CATEGORY 3 WORKSHOPS

Region-Specific Workshops*

**Visit ibo.org/events to determine the availability of these workshops in your region.*

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A World to Explore and Connections to Be Made: Building inquiry into MYP Interdisciplinary Units at the American Museum of Natural History

This workshop will enable participants to develop effective and appropriate interdisciplinary units through interactive discovery in the American Museum of Natural History. The workshop will provide background knowledge of the MYP including the philosophy and principles of interdisciplinary unit planning. It will also provide opportunities for teachers to work with colleagues to develop an interdisciplinary unit using the museum environment as a resource and include a focus on student-centred learning, interdisciplinary unit planning and MYP assessment. Participants will leave with strategies for accessing museums and resources in their local communities to develop relevant and engaging interdisciplinary units.

DIPLOMA PROGRAMME

Approaches to Fieldwork in Geography and Environmental Systems and Society (ESS)

This workshop is designed for experienced IB teachers of Geography and ESS who may be teaching the two programmes concurrently and are seeking areas of overlap and ideas. Participants will examine the importance and significance of geography and ESS in the 21st century—a holistic vision, a focus on the aims of the two programmes and their assessment objectives. In addition, participants

will discuss the nature of fieldwork and areas of compatibility between subject areas, examine types of fieldwork and experiments, as well as gauge the standard and simulate fieldwork ideas. Participants will also conduct fieldwork in the local area an opportunity to explore the connections between fieldwork and areas of extended essays.

Approaches to the Study of Integrated Performing Arts (Dance, Music, Theatre) Practices Around the World

This workshop focuses on action research into a performing arts practice, which is representative of a whole range of practices from around the world ranging from Japanese Noh to Classical Greek theatre to Indian Kathakali. It will give DP teachers of theatre, dance and music the chance to:

- see the role their particular art form plays in the context of the practice as a whole
- develop their skills and understanding of a particular practice working with a specialist from that practice
- generate new schemes of work and approaches to their Diploma programmes
- explore possibilities for collaboration between the subjects
- examine the role performing art plays in different cultures
- develop models for looking at theatre practice from an anthropological, cultural and social perspective
- develop models that can be applied across other integrated performing art form
- upskill and inspire teachers to work in different and innovative ways with their diploma students.

Assessment in IB English

This workshop, intended for both English SL and English HL teachers, will explain the rationale of IB assessment, and help teachers feel more comfortable with their own practice. Participants will: discuss the philosophy of IB assessment, will grade several examples of each component, and discuss the



outcomes from these sessions. Links will also be drawn to classroom practice. Participants will take a detailed look at rubrics and how to use them. Rubric-building software will be utilized to help participants develop their own rubrics, as well as develop their understanding of the purpose and implementation of a rubrics-based curriculum.

Biology: Improving the IA

This workshop is intended to help teachers develop students' skills to meet the ideals and standards for IB internal assessment. Emphasis will be placed on designing lab tasks with sufficient complexity so students will engage in higher-level thinking. Participants will explore successful labs and practice providing specific and insightful feedback to students. The workshop will address the issues of sampling, moderation and communication with IB.

Chemistry: Improving the IA

This workshop will be an in-depth look at the practical program in chemistry with special attention to the issues that lead to large moderation factors. Intended for experienced IB Chemistry teachers with at least one group of students who have taken the exam, this workshop will increase their awareness of each of the criteria assessed in the internal assessment and the specific problems and solutions that will improve their practical program. The workshop will include a "hands on" laboratory section, where the participants will engage in use of ICT. Participants will share best practices and work together to determine if a lab activity is appropriate for certain criteria. The seminar will foster international mindedness using the group IV project and teaming with schools outside of the participants' region.

“Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty.”

– ALBERT EINSTEIN

The Communicator aka IB Diploma Programme Coordinator

This workshop for practicing DP coordinators will unpack the details of the DP, including DP submissions, what to do if a student is suspected of malpractice, what happens during a CAS audit, what the Programme Evaluation is all about, what to look for in the various IAs, how to navigate IBNET, IBIS, and the OCC, and getting a Visual Arts Examiner. It will conclude with a discussion on what to communicate to staff and how to build both a virtual and face-to-face community of learners. Communication with other stakeholders—including Diploma candidates and parents—will also be included. Administrators may also find this workshop beneficial, as effective communication is one of the key components of a successful Diploma Programme.

Creating a School Culture and Developing Strategies that Promote and Support Diverse Learners

Most schools strive to ensure college readiness for all students, yet many limit access to an IB education. Although the IB is often recognized as one of the best preparations for college, a significant percentage of students are frequently excluded from the IB. This workshop will help Diploma Programme administrators, IB coordinators, department heads, counselors and special education directors understand these inhibitors and identify policies, personnel and strategies that promote IB access for diverse learners. The workshop will focus on access to IB courses and the full IB Diploma Programme. It is designed to provide participants with resources and insight for developing an action plan to increase

access to and grow the IB Diploma Programme in their school or district. Participants will discuss:

- Who can benefit from an IB education?
- What does IB access mean?
- What does success in the IB mean for IB students, teachers and schools?
- Are the traits of the IB learner profile important for all students?
- What factors can promote and inhibit access?
- How can students with special needs access the IB?
- What changes could an IB school make to significantly increase access? What are the implications?

Critical Thinking in Music: Preparing for the Listening Paper and Musical Links Investigation

The most important components of the IB Music Subject Guide and objectives, “Listening Paper” and “Musical Links Investigation” (mandatory to every IB music student and counting for 50% of their IB Music grades), are based on skills different from the ensemble performance skills. They include:

- knowledge, understanding and perception of music in relation to time, place and cultures
- appropriate musical terminology to describe and reflect their critical understanding of music
- comparative analysis of music in relation to time, place and cultures
- critical-thinking skills through reflective thought.



The objectives of this workshop, based on the “Teaching for Understanding” approach, are grouped in two areas: critical analysis of music history and world music, and teaching techniques to develop critical thinking in the students.

Environmental Systems and Societies, Improving the Internal Assessment

Description not available.

Evaluation in Visual Arts

Description not available.

Experimental Design and the Psychology IA

Designed for experienced IB psychology teachers, participants will learn the details of experimental design in order to improve students’ internal assessment projects and to strengthen their essay writing. Topics in experimental design will include: thinking through ethical issues, creating clear study aims, selecting appropriate designs and samples and developing quality discussions. Participants will practice marking both SL & HL internal assessment projects and will have the opportunity to examine research methods.

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Extended Essay

This workshop will focus on helping schools design their own programmes for managing and teaching the extended essay process. Participants from experienced IB schools and those from newly authorized programmes are invited to attend.

Participants will:

- examine the 2007 extended essay manual and share best practices to gain an understanding of various methods of preparing students to be successful with the extended essay
- learn about the extended essay requirements
- analyze and score sample extended essays that span the disciplines

- examine subject area requirements for the extended essay
- develop an understanding of the research process
- examine the role of the extended essay supervisor and develop a plan for training
- develop a school-based plan for integrating the extended essay process into the IB curriculum.

Focus on Literature

This workshop is designed for teachers who enjoy reading and discussing literature. Any IB English teacher is welcome to participate. Participants will examine each of the texts and notice the varying



degrees in which they challenge their readers' understanding of comic conventions. Participants will look at how comedy functions within these texts as either a fictional, dramatic, or poetic strategy. The workshop will also look at teaching strategies for these works (specifically the literary journal):

- *The God of Small Things* (fiction) by Arundhati Roy
- *I Am One of You Forever* (fiction) by Fred Chappell
- *The Visit* PWL (drama) by Friedrich Dürrenmatt
- *The World's Wife* (poetry) by Carol Ann Duffy

Geography: The Teacher's Role in Assessment

This workshop focuses on the key role of the teacher, who must teach the concepts and skills in class, approve the topic for fieldwork, oversee its conduct in the field, assess the students' reports, and in time have that assessment moderated by an external examiner. Each of these stages in fieldwork and its internal and moderated assessment will be considered in detail and methodically. Participants will leave the seminar feeling competent, confident, and comfortable in overseeing students in this important part of the geography syllabus. The workshop will provide a sharply focused and intensive study of one aspect of teaching IB geography in the Diploma Programme: Internal Assessment, and will begin by seating direct observation—or fieldwork—within the long tradition of geographical practice, study, and teaching. Past experience has shown that this approach is particularly helpful for IB geography teachers who come from backgrounds in which geography has not been an important stand-alone subject in its own right.

Group 4: Internal Assessment and TOK Maintaining the Continuum

This workshop is intended for those teachers who are familiar with the basic structure of IB and are generally comfortable with Group 4 assessment procedures for internal assessment (IA). The thrust will be for Environmental Systems and Societies

and Biology. Participants will examine Group 4 IA with practice, example and discussion and review application of the criteria and appropriate ICT use. Participants will create, share and retain several examples of appropriate Design/Planning investigations. TOK will be examined through its integration within the syllabus of Group 4 subjects. Participants will discuss and review best practice of how TOK fits within the subject and will review/discuss several subject-appropriate examples of lesson plans.

High Challenge-High Support; Understanding and Meeting the Needs of Learners in the IB Diploma Program

This workshop will review current research on factors that impact learning and student performance. Often, the struggles that students face in the Diploma Programme are not simply due to curriculum content. This workshop will help uncover what many of the real challenges are: learning styles, gender, culture, social-emotional well-being, and learning disabilities. It is intended for all IB teachers at the Diploma level, IB coordinators, and school counselors. Participants will work on developing meaningful and practical strategies to meet the needs of the students they teach. This workshop will also focus on how to help students self-advocate and understand what they need in order to learn.

IB & College Selection Process

The college selection journey is an individual process and can be a road toward self-discovery. The major focus of this workshop for heads of school, IB coordinators and counselors will be on how the IB Diploma Programme—with its rigor, alignment, and engagement—prepares students for a successful college experience including the application process, selection and higher-education achievement. The linkages between CAS, EE, TOK, international-mindedness and HL vs. SL study will be covered in depth. Creation of a college admissions strategy will be discussed as will the roles of college contacts, teacher recommendations, standardized test scores, parent involvement and early-decision.

CATEGORY 3 WORKSHOPS

The IB Learner Profile: A Framework for Linking Faculty Growth and School Improvement

Faculty growth and evaluation is an opportunity to bring life to your school's mission statement and the IB Learner Profile. This workshop is designed for school personnel who are responsible for the mentoring, growth, development and evaluation of faculty. It will explore how understanding the adult learner can help create healthy learning communities. Administrators in IB schools need faculty who understand the link between their own growth, the growth of students in their care and the strengthening of the overall school mission. Faculty growth and evaluation is best seen as a collaborative model in which individual and institutional needs are negotiated in a series of essential agreements.

In this workshop participants will have the opportunity to:

- understand the needs and expectations of adult learners
- link the IB learner profile to faculty growth
- review how to develop a set of essential agreements with your school community
- learn how to mentor and support faculty around such issues as motivation and skill development
- develop a sustainable program of faculty growth and evaluation that encourages institutional and individual learning; that provides feedback on teacher growth and performance

Inquiry Based Learning, Classroom Lessons that Really Work

This session is perfect for newer or experienced teachers (HL and/or SL) who would like to develop their understanding of effective IB teaching. All students need authentic classroom opportunities to develop the skills that will help them become independent learners, and teachers need to view themselves as facilitators of student learning. Students learn best when teachers create classrooms that engage students' curiosity and problem-solving abilities and vary their lesson strategies to appeal to multiple intelligences in their classrooms. Participants will:

- discuss the work of Grant Wiggins and Jay McTighe on Backward Design and how it can help teachers construct units that help students learn to ask relevant and insightful questions
- learn how authentic assessment can help cultivate an independent student voice
- share and examine teaching strategies that highlight inquiry-based learning
- share a wide range of successful classroom lessons that demonstrate inquiry-based learning, backward design, and the awareness of multiple intelligences
- compile a booklet of successful, classroom-tested inquiry-based lessons.

International Mindedness Across the Hexagon

This workshop will focus on clarifying the concept of "international mindedness" with a central objective of distinguishing what international mindedness involves and what it does not. Building on this base, the workshop will explore ways of fostering the growth of international mindedness, including specific pedagogical strategies as well as a variety of resources, in all subject areas as well as the obstacles faced in pursuing this goal. A final component will involve developing a set of criteria that would allow teachers to determine their success in cultivating international mindedness.

ITGS: Teaching with Case Studies

This workshop will focus on teaching approaches for the new ITGS curriculum (for exams in 2012). This workshop assumes prior knowledge of the IB ITGS program and will not include ordinary syllabus and structure work. It will be most valuable to experienced ITGS teachers (teachers who have taken students through at least one exam) at either HL or SL. At HL, ITGS requires a case study. However, SL teachers will find this workshop very valuable for two reasons. First, the proposed syllabus for the 2012 exam eliminates areas of impact, which will be "replaced by application to specific scenarios" and second, teachers have found that focusing on case studies of various kinds is an effective way to teach the material.



Language B: Planning for Understanding, Critical Thinking and Ongoing Assessment

This course, designed for experienced Language B teachers, will focus on planning units and lessons and discuss certain ideas and definitions such as: What is the nature of understanding? What are good initial tasks? What are good culminating tasks? What is critical thinking? What are the overall goals for the units? Emphasis will be placed on creating lessons with clear understanding goals that are sequenced meaningfully with appropriate ongoing assessment tasks (formal and informal), and on establishing good thinking routines and higher-order learning tasks. Participants will work collaboratively on the planning process and engage in peer assessment. Additionally, the workshop will draw attention to the incorporation of international mindedness and philosophical goals in general.

Linking CAS and TOK

This course, designed for IB Diploma Programme coordinators, TOK teachers and CAS coordinators, will look at issues that students face in their CAS programme, and see how TOK can facilitate students' reflections on projects and help clarify and develop their values. Delivered within an experiential framework, the course will focus on the complementary nature of CAS and TOK as both components of the IB Diploma Programme offer students an opportunity to develop ethical identities. The workshop will show educators how to teach students that they are capable of building their own value system rationally and autonomously, and to make critical judgments of reality in a dynamic process of adaptation and transformation. Through CAS and TOK, students actually learn how to live together and commit to building a better and more peaceful world—the focal point of the IB Mission Statement.

>> DIPLOMA PROGRAMME

Mathematics HL: Internal Assessment and Extended Training

Description not available.

Physics: Internal Assessment and Experimental Work

Designed for experienced IB physics teachers who want to refresh and expand their knowledge of high school level experimental work in physics, this workshop will focus on internal assessment in the DP physics programme and related experimental work. It will address both assessed and non-assessed activities, as well as the group 4 project, extended essays, the ICT requirements, and the treatment of errors and uncertainties. The criteria of Design, Data Collection & Processing, and Conclusion & Evaluation will be explained in detail. Investigations covered will range from low-tech (investigating a bouncing ball) to high-tech (computer modeling of a billiard ball collision, video analysis of projectile motion). Participants will learn how to produce a good Group 4 Practical Scheme of Work (4/PSOW) and how to survive the IA moderation.

Success Strategies for the Language A Curriculum for Diverse Learners

As the IB expands its scope, teachers and schools are looking for thoughtful ways to ensure student access to a challenging curriculum. Participants will:

- probe the idea of access
- examine the principles of backward design and differentiated instruction
- survey model lessons, units, and approaches
- begin to develop their own curriculum that will allow students of varying backgrounds, abilities and motivation to engage with, and be successful in, the IB English A1 program of study.

TOK Across the Curriculum

The workshop will focus on the nature of theory of knowledge (TOK) inquiry and how to introduce this form of inquiry into each of the Diploma Programme subjects. A central objective will be to distinguish

between “disciplinary” patterns of thinking and “TOK” thinking. Building on this base, the workshop will then explore ways to encourage students to actively engage in TOK thinking across all areas of the Diploma Programme curriculum.

Unwrapping the Center of the Hexagon (TOK, EE, CAS)

This workshop is an opportunity for coordinators and administrators to delve into the core of the Diploma programme and analyze how the three components might be done differently in their schools to ensure student success. Participants will:

- reflect on their current practice with respect to the extended essay; creativity, action, service; and theory of knowledge with a view to refining and honing their offerings
- share best practice
- share ideas that might work
- understand the relationships between these integral areas and why they are the glue that holds the Diploma Programme together.

Visual Arts

This seminar is designed to give IB Visual Arts teachers the opportunity to understand the authentic application of the alliance between studio and research as they develop their own artistic focus utilizing the IB Visual Arts methodology. Participants will be instructed to bring to the seminar their sketchbook, their favorite art media, and some ideas for projects that can be completed in four days. There will be opportunities for critiques, stimulus in new ideas and controversial issues, chances to experiment with new media, and fieldtrips to the neighboring areas for direct observational art. Pedagogy will also be discussed as to sequence and method of instruction of the IB Visual Arts curriculum. Participants need to be fairly comfortable with teaching IB Visual Arts, understand the criteria and have taught students through at least one examination session.

“Education is the ability to listen to almost anything without losing your temper.”

– ROBERT FROST

CONTINUUM WORKSHOPS

Counseling for Access in the MYP and the DP

This workshop is intended for MYP and DP counselors, ideally working as part of a continuum of the two programmes. This workshop will provide an understanding of the advantages of a DP/MYP backwards-planning model for counseling for access and success in the MYP and ultimately the DP. Participants will discuss in depth how counselors can identify potential and underrepresented students, how to further the success of students in IB programmes, and will leave with a plan of action encompassing all grades within a school to include outreach to students, parents, teachers and the community.

Developing Effective Teams: Collaborate, Consult, and Connect

This workshop will encourage Administrators, IB Coordinators, Special Needs Coordinators, MYP and DP Counselors to examine what it takes to build collaborative workshop relationships within the framework of working in an IB World School. An overview of both the challenges and benefits of collaboration will be explored as well as understanding how individual viewpoints can be preserved, combined and expanded, thereby resulting in more effective decisionmaking and problem solving. Participants will explore these questions: what are the specific interests, concerns and goals behind the positions of Counselor, IB Coordinator or Special Needs Coordinator? How can these different groups successfully address and overcome obstacles to effective collaboration? Using

real case studies, participants will have structured opportunities to apply the nuts and bolts of developing effective teams.

EF Tours—China

This 10-day professional development travel/study workshop tour to China is intended for PYP, MYP, and DP administrators, coordinators, and teachers. It will enable participants to learn more about the Chinese culture and education through a series of sightseeing opportunities and school visits. Participants will have an international experience and engage in discussion with IB colleagues from around the Americas. They will leave with a plan of action on how to increase the international mindedness of their home school communities. Locations and overnights: Beijing (3), Xi'an (2), and Shanghai (3).

Inquiry in a Digital Environment

Students are active users of the technologies available to them. When they use these tools for critical thinking, creative thinking, and collaboration they are more engaged and interested in learning. This workshop will help participants deepen their understanding of the potential of inquiry-based learning in the 21st century. Participants will learn how to develop units of inquiry across the IB continuum and explore a diverse range of technologies that enhance student engagement and achievement. From the use of SMART tables in Junior Kindergarten to electronic probes in Diploma level science, the emphasis will be on how a wide range of technologies can enhance the active engagement of students in inquiry learning.

“Wisdom lies neither in fixity nor in change, but in the dialect between the two.”

– OCTAVIO PAZ

International-Mindedness: From Outside to Inside the Classroom

Created for MYP & DP teachers, coordinators and administrators, this workshop will enable participants to discover how to incorporate international mindedness into the IB programmes. The workshop will challenge participants to reevaluate their understanding of international mindedness and move from an international/intercultural awareness and appreciation, to one of constructing knowledge and skills that will allow for attitudes to change and global interconnections. Participants will be challenged to view international mindedness through cognitive and affective lenses, to develop practical and authentic applications into subjects, and to integrate international mindedness into Interdisciplinary activities. The Learner Profile and IB Mission Statement will be used as a catalyst for analyzing how international mindedness can be a vehicle to strengthen the continuum between all the programmes. Using current world events and video analysis, modeling learner-centered instruction, critical thinking and inquiry methods; participants will leave the workshop with knowledge, skills and an action plan to effectively lead international mindedness.

Language and Learning: Implementing a School Language Policy

This workshop is intended for administrators, IB coordinators and teachers who develop, write, implement and review a school language policy. It is designed to closely reflect the ideas and pedagogy referred to in the IB position paper Learning in a language other than a mother tongue

in IB programmes and the procedures described in Guidelines for developing a school language policy. Participants will extend their understanding of and explore in depth the process of writing a school language policy that meets IB expectations. At the end of the workshop, participants will have a written report and an action plan for developing a school language policy to take back to their school. Those who are further along in the process will work on drafting a new language policy or reviewing a current policy for submission to IB as part of the application process. Time will be set aside for participants to share challenges, concerns and experiences with language issues in their schools with a view to creating a support network of peers.

Leadership for School Improvement

This workshop is designed to provide school leaders with a deeper understanding of the relationship between leadership strategies and school improvement goals, and provide Administrators with an opportunity to engage in planning activities—that is, planning for leadership in practice. The workshop explores the current research into effective school leadership practices, the effective school literature, the role of data in school improvement, designing and planning effective professional learning for building teacher capacity, and strategies to develop an effective teacher development/appraisal program.

Leadership Seminar for Associations of IB World Schools

This seminar is designed for executives or members of Associations of IB World Schools to enhance their leadership skills. Participants will learn how to run an effective meeting, build relationships with the regional office, work with local, state, provincial governments and universities, create constitutions and bylaws, promote the continuum within the association, refine publicity and communication skills, including website development, build an effective association, and provide opportunities for students to enhance their IB experience.

Librarians

Librarians are a perfect fit for the K-12 Continuum. Librarians are certified to work with students from K-12 and should be familiar with the curriculum at all levels. This workshop will focus on the librarian's role in the IB programme. Best practices will be examined for librarians in general and across the continuum of the three programmes.

Programme Evaluation

This workshop is designed for school heads, programme coordinators, consultants and governing board members of authorized IB World Schools for all 3 programmes approaching their regular IB programme evaluation and self-study. Participants will gain an understanding of the standards and practices and will be able to identify methods of data collection for each standard and evaluate this data to measure whether or not the standard has been met. Discussions will include ways in which practices can be modified to help schools meet the standards. Schools about to go through their programme evaluation, or wishing to find out more information, would benefit from this workshop.

Special Needs

This workshop focuses on the distinct needs of the Special Education Needs student and teacher within the context of IB programmes (MYP and DP). The workshop will use the Guide to Candidates with Special Educational Needs published by the IB to focus on the challenges faced by schools in integrating special needs students into IB programmes. The workshop will offer participants strategies for meeting the needs of all students, an opportunity to share best practice, and time for planning. Participants will be contacted by the workshop leader regarding required and optional reading.

Your District, Your IB

The goal of this workshop is to guide school leaders toward a deeper understanding of the IB mission and vision and how that applies to the philosophy, organization, and curriculum in schools. Leadership is an essential component to the success of implementing IB programmes in one school and across many schools. This workshop will explore, discuss and plan for many aspects of that leadership role from communicating the vision to managing the budget and establishing a plan for monitoring instruction. Not only will participants have an opportunity to better understand the philosophical underpinnings of the International Baccalaureate, they will also have time to collaborate with colleagues and discuss ways to put them into practice in their school setting. This workshop is for school leaders (school district officials, directors, principals, heads, administrators, coordinators) who are seeking strategies to further implement IB programmes and strengthen the continuum.



ONLINE WORKSHOPS

Please visit onlineworkshops.ibo.org for more information.

Online workshops complement regional face-to-face workshops, thus widening access for teachers from all IB regions.

Key characteristics of an IB Online Workshop

- Designed for IB teachers and administrators from all regions, but open to non-IB participants as well
- Facilitated by experienced IB workshop leaders
- Delivered in English, French and/or Spanish
- Available online for the Primary Years Programme, the IB Continuum and all subject groups in both the Diploma and Middle Years Programmes
- Encourages and promotes active collaborative learning and collective knowledge-building between and among facilitators and participants
- Supported by a quality technical team
- No special software or equipment is necessary, just a computer and access to the Internet

Introduction to Teaching IB DP Philosophy
Introduction to Teaching IB DP Psychology
Introduction to Teaching IB DP Biology
Introduction to Teaching IB DP Chemistry
Introduction to Teaching IB DP Design Technology
Introduction to Teaching IB DP Physics
Introduction to Teaching IB DP Film
Introduction to Teaching IB DP Music
Introduction to Teaching IB DP Theatre arts
Introduction to Teaching IB DP Visual Arts
Information Technology in a Global Society: A Comprehensive Approach
Language A: Language and Literature
Language A: Literature
Language A: Literature and performance
Language ab initio
Language B
Language-ab initio English
Teaching IB DP Social and Cultural Anthropology

CATEGORY 1

PYP

An introduction to the PYP curriculum model
An introduction to the PYP for administrators
Induction into the PYP

MYP

Introduction to teaching MYP in Arts
Introduction to teaching MYP in Humanities
Introduction to teaching MYP in Language A
Introduction to teaching MYP in Language B
Introduction to teaching MYP in Mathematics
Introduction to teaching MYP in Physical Education
Introduction to teaching MYP in Sciences
Introduction to teaching MYP in Technology

DP

Business and Management: Putting the Course Together
Creativity, Action, Service
Environmental Systems and Societies: Putting the Course Together
Geography: Putting the Course Together
History: Putting the Course Together

CATEGORY 2

PYP

Action in the PYP
Assessment in the PYP
Collaborative planning in the PYP
Making the PYP Happen in the Classroom
Pedagogical Leadership in the PYP
Promoting International-Mindedness
Teaching and Learning in the PYP
The written curriculum in the PYP

MYP

Developing MYP units in Arts
Developing MYP units in Humanities
Developing MYP units in Language A
Developing MYP units in Language B
Developing MYP units in Mathematics
Developing MYP units in Physical Education
Developing MYP units in Sciences
Developing MYP units in Technology
MYP Technology

DP

Language A: Language and Literature
Language A: Literature
Language A: Literature and performance
Language ab initio
Language B
Langue A: Literature
Langue A: Langue y Literature
Langue B: ab initio
Langue B
Lengua A: Lengua y Literatura
Lengua A: Literatura
Lengua-ab initio
Lengua B
IB Computer Science

CATEGORY 3

MYP

Areas of Interaction
Assessment, Recording and Reporting
Developing MYP Units of Work in Arts
Developing MYP Units of Work in Humanities
Developing MYP Units of Work in Language A
Developing MYP Units of Work in Language B
Developing MYP Units of Work in Mathematics
Developing MYP Units of Work in Physical Education
Developing MYP Units of Work in Sciences
Developing MYP Units of Work in Technology
From Principles into Practice- New Requirements
Objectives and Assessment
MYP Guide to Interdisciplinary Teaching and Learning
PAI-El programa de los años intermedios: de los principios a la práctica - nuevos requisitos
PAI- El registro y la comunicación de la información sobre la evaluación
PAI -Las áreas de interacción
PAI-Los objetivos y los criterios de evaluación
Personal Project
PPCS- Aires d'interaction
PPCS- Des principes a la pratique: nouvelles exigences
PPCS- Objectifs et évaluation
PPCS- Consignation et communication de

'évaluation

Supporting Student Inquiry in MYP Arts
Supporting Student Inquiry in MYP Humanities
Supporting Student Inquiry in MYP Language A
Supporting Student Inquiry in MYP Language B
Supporting Student Inquiry in MYP Mathematics
Supporting Student Inquiry in MYP Physical Education
Supporting Student Inquiry in MYP Sciences
Supporting Student Inquiry in MYP Technology

DP

Assessment Support: Biology HL Paper 2
Assessment Support: Biology HL Paper 3
Assessment Support: Biology Internal Assessment
Assessment Support: Biology SL Paper 2
Assessment Support: Biology SL Paper 3
Assessment Support: Business and Management HL Internal Assessment
Assessment Support: Business and Management HL Paper 1
Assessment Support: Business and Management SL Internal Assessment
Assessment Support: Business and Management SL Paper 1
Assessment Support: Chemistry HL/SL Paper 2
Assessment Support: Chemistry HL/SL Paper 3
Assessment Support: Chemistry Internal Assessment
Assessment Support: Economics HL Paper 1
Assessment Support: Economics HL Paper 2
Assessment Support: Economics HL Paper 3
Assessment Support: Economics Internal Assessment
Assessment Support: Economics SL Paper 1
Assessment Support: Economics SL Paper 2
Assessment support: Mathematical Studies Paper 1
Assessment support: Mathematical Studies Paper 1
Assessment Support: Philosophy HL Paper 3
Assessment Support: Philosophy HUSL Paper 1
Assessment Support: Philosophy HUSL Paper 2
Assessment Support: Physics HUSL Paper 2
Assessment Support: Physics HUSL Paper 3
Biology Internal Assessment
Business and Management Extended Essay
Business and Management Internal Assessment- Preparation, Resourcing and Assessment

CATEGORY 3 ONLINE SEMINARS ON SCIENCE WITH THE AMERICAN MUSEUM OF NATURAL HISTORY IN NEW YORK CITY

Topics:

Earth: Inside and Out

The Ocean System

Genetics, Genomics, Genethics

Evolution

The Solar System

The Diversity of Fishes

In the Field with Spiders

Space, Time and Motion

To register, visit learn.amnh.org.

Chemistry Extended Essay

Chemistry Internal Assessment

Economics- Boosting Student Grades

Economics Extended Essay

Economics Internal Assessment

Environmental Systems and Societies Internal Assessment

Evaluacion Interna de Biología

Evaluacion interna de Geografía

Evaluacion Interna de Química

Geography Extended Essay

Geography Internal Assessment

History Extended Essay

History Internal Assessment- Preparation, Resourcing and Assessment

Introduction to Java Programming

IB Computer Science- Java for the HL Dossier

IB Computer Science -Java for the SL Dossier

Introduction to the Diploma Programme

La Monografía de Historia

Maths SL Internal Assessment

Physics Extended Essay

Physics Internal Assessment

Psychology Extended Essay

Psychology Internal Assessment- Preparation, Resourcing and Assessment

CONTINUUM

Global citizenship

Introduction to the Learner Profile

Inquiry into the Learner Profile

Web 2.0 in the Classroom

DP CORE

Guiding Students to Good Theory of Knowledge Essays

Running Good Theory of Knowledge Presentations

Teoría del Conocimiento

Theory of Knowledge

TO REGISTER:
visit <http://onlineworkshops.ibo.org/>

OTHER WORKSHOPS

TALLERES DE CATEGORÍA 3 DISPONIBLES EN ESPAÑOL

Como trabajar con
diferentes interpretaciones históricas
De la Escuela a la Organización escolar: Un taller para
directivos
El portafolio en Matemáticas NM y NS (Mathematics
Portfolio HL and SL)
Enfoque en literatura (Focus on literature)
Evaluación Interna en Química
La tecnología aplicada a la Matemática (Technology
Applied to Mathematics)
La Autoevaluación
Monografía (general)
TdC y CAS: construyendo identidad ética
Tecnología aplicada a la Física
El impacto de la revolución cubana en la
intelectualidad latinoamericana

Langue A (français)
Langue B (anglais)
Langue B (espagnol)
Mathématiques
Sciences
Sciences humaines
Stratégies d'enseignement
Stratégies d'apprentissage
Stratégies d'évaluation
Aires d'interaction
Projet personnel (nouveau guide)
Profil de l'apprenant
Élaboration du plan de travail
des unités PPCS
Citoyen de la terre

PP

L'exposition du PP
Lire et écrire dans le contexte de la recherche dans
le cadre du PP

ATELIERS DE CATÉGORIE 3 PROPOSÉS EN FRANÇAIS

PPCS

Directeurs et coordonnateurs
Arts visuels
Arts d'interprétation (art dramatique)
Éducation physique

“ This course was extremely thorough and opened my eyes, shockingly, to the narrowness of my own mindset despite my IB training. Interacting with peers from around the globe was an incredible reminder of the commonalities we share despite such differences. ”

- ONLINE WORKSHOP PARTICIPANT



IB Online Professional Development

Increasing access to quality professional development

Connecting colleagues around the world

Cost effective professional development to meet a school's budget and a teacher's schedule

Find the current workshop schedule and the online registration form at <http://onlineworkshops.ibo.org> or email online.workshops@ibo.org.



International
Baccalaureate